

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

General LEA Information:

Southern Kern Unified School District (SKUSD) is committed to excellence in TK – 12 education. SKUSD serves the city of Rosamond, which is located in the Antelope Valley. SKUSD is home to a diverse community, with approximately 3500 students. The district consists of Rosamond High School Early College Campus, Tropico Middle School, Westpark Elementary School, Rosamond Elementary School, Abraham Lincoln Independent Study and Rare Earth Alternative High School.

In SKUSD, 59.67% of the student population are Hispanic or Latino, 25.18% White, 10.55% African American, 1.26% American Indian or Alaskan Native, 3% Other.

Socioeconomically Disadvantaged - 75.47%

English Learners – 13.25%

Foster Youth – 2.82%

Special Education – 16.28%

Military – 6.70%

Homeless – 4.85%

COVID-19 Impact:

The impact created by the COVID-19 virus has created several challenges for Southern Kern Unified School District (SKUSD) and the community of Rosamond beginning in March of 2020. Governor Gavin Newsom declared a State of Emergency on March 4, 2020. As the number of COVID-19 cases grew, schools throughout the state had to close as a means to prevent the spread of the virus. SKUSD ended regular school at all six schools on March 19, the onset of the Spring Break vacation.

During our break, we immediately began to implement the Governor's second directive for LEA's, which was for *Schools to provide meals in non-congregate settings* for our unduplicated student populations. Our Child Nutrition Staff volunteered to work a shortened schedule for extra-duty pay to prepare and distribute breakfast and lunch initially at three school sites and one community park daily. Parents could pick up their meals at the most convenient location regardless if it was their child's school.

Although we began immediately feeding children on Monday, March 23, Spring Break enabled us to put procedures in place to focus on the delivery of a high-quality education and to provide Supervision for families as needed. On Monday, March 30, we began implementing distance learning in grades 3 – 12 using Google Classroom and for our TK – 2 grade, teacher created packets were provided that covered two weeks of instruction blended with digital learning. We provided hot spots to those families as needed. Distance learning continued through June 3.

In order to assess the need for supervision of children of essential employees on staff and in the community, SKUSD sent out a survey to acquire information on the number of essential employees who would benefit from this service. The data collected from the survey implied that we had to open a school to accommodate parent need. Supervision began on March 30 at one elementary school during regular school hours and continued for eleven weeks through the end of the school year, June 3, 2020.

During summer months, a generated plan, with input from CSEA, RTA, district administration and the Superintendent for the opening of the 20-21 school year centered on returning on August 12 in a blended model of in-person and distance learning. On July 15, 2020, the Board of Trustees voted to open school with a blended model to accommodate for social distancing and meet the safety requirements for students, staff and families. The County Department of Public Health placed Kern County on the County Health List on July 21, which eliminated the possibility of returning with a blended model requiring the district to change the initial Plan to a Distance Learning Model for the opening of school.

Although SKUSD had eleven weeks of child supervision experience in the spring, this time instruction on campus was not an option creating a problem for certificated, classified and essential employees who are parents in the community. The district does not plan to offer childcare while in Distance Learning.

Instruction for children was a problem during the first two weeks of school due to significant technical difficulties. On August 12, the first day of school, many students were not able to access the internet. This was due to a malfunction in our content filter, which is a core component of our network. By August 14, we resolved this issue and student connectivity improved significantly. On August 18, we switched half of our students to a different content filter. This removed their traffic from our network, taking the strain off of our network. This led to another significant improvement in student connectivity. Also, on August 18, Zoom resolved a technical issue, which solved a zoom connectivity problem that was affecting some of our students. By August 19, one week into school, we resolved the core technical issues that we were facing. We have moved from being a district that provided a device to all students in grades 4 – 12 to a one-to-one district where all students in K – 12 now have an electronic device at home. The district is also in the process of purchasing an iPad for our T/K and Special Ed pre-school students as well. Although all of our students now have a device, some SKUSD students do not have reliable, high-speed internet at home. To mitigate this, we have deployed 200 Wi-Fi hotspots to families. Another 250 Hot Spots were purchased from T-Mobile and distributed to meet the needs of students in our district.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Throughout the COVID Pandemic, SKUSD has made several efforts to solicit stakeholder feedback resulting in the use of various surveys, zoom and in-person meetings, phone messages, Constant Contact, emails and texts to communicate with students and parents and the community to elicit feedback from our stakeholder groups in both English and Spanish as well as those who may not have Internet access. Superintendent Gaines began the planning process by meeting initially with the Presidents of both Rosamond Teachers Association (RTA) and California School Employees Association (CSEA).

After meeting several times with the Union Presidents, members of their Boards and membership, returning to school in a Blended Model of Instruction was the favored option by both Unions. A Google Doc created with the minutes of the meetings allowed teachers, other school personnel, and management (Principals and Administrators) the option to provide input on various models of what our return to school should look like on August 12.

Options such as Traditional School, Distance Learning, various forms of a Blended Model were all included in the Google Doc. Staff members had several weeks to provide input such as providing their personal Pros and Cons of each model before bringing the plans to the Board of Trustees for consideration and a final decision.

On July 15, 2020, the Superintendent presented to the Board the **Reopening of Schools Plan**. The Plan outlined that the reopening of schools in SKUSD would be in a manner consistent with the California Department of Public Health, California Department of Education, The Governor's Office and Kern County Superintendent of Schools. The overall goal of the Plan was to protect the safety of our students and staff, while keeping in mind the need for students to be physically, mentally and socially present in school. During the Board Presentation, the Plan highlighted the preference of RTA, CSEA, Cabinet and Parents. CSEA and Cabinet both preferred one form of a Blended Model. RTA preferred another form of a Blended Model and 69% of the parents, who completed the survey, wanted to resume with Traditional School.

At the July 15 Board Meeting, after a discussion and hearing from the Superintendent and the President of RTA, the Board of Trustees voted to open school on August 12 with a Blended Plan consisting of two cohorts of ABAB and Distance Learning on Fridays. Unfortunately, on July 21, Kern County was placed on the list forcing all Local Educational Agencies in the county to open with Distance Learning.

On September 15, 2020, Superintendent Gaines presented the Learning Continuity and Attendance Plan to the District Advisory Council in English and Spanish requesting input. There were no comments or questions for which the Superintendent needed to respond in writing.

On September 16, 2020 a public hearing was held at the board meeting after a presentation by Superintendent Gaines of the Learning Continuity Plan. There were no comments or questions during the hearing.

On September 17, 2020 the Superintendent presented the Learning Continuity Plan to the District English Learner Advisory Council in English and Spanish. There were no comments or questions for which the Superintendent needed to respond in writing.

The SKUSD Board of Trustees approved the Learning Continuity and Attendance Plan on September 17, 2020.

Parent/Student Survey Results - Parents and Students - completed a survey asking them to select the Return to School Plan, which they preferred.

Our key stakeholder groups responded to the following surveys:

3/16/2020 - Home Internet Access for Students - Survey to determine the number and percentage of students without Wi-Fi at home

3/23/2020 – Parent Supervision Needed for Students during Closure – Determine Supervision need of essential workers

3/23/2020 – SKUSD Staff Survey – Supervision of Children during Closure

4/24/2020 – Home Internet Access – Hotspot Distribution – April 2020

5/5/2020 – Distance Learning Survey – Survey Faculty to Determine Student Engagement during Distance Learning

6/10/2020 – SKUSD Return to School Parent Survey – Assess Parent’s wishes for the model of schooling for the 20-21 return

7/23/2020 – SKUSD Staff Survey – Staff need for supervision of children during distance learning

7/27/2020 – SKUSD Family Laptop/Hot Spot Check Outs – Device Distribution for Students for the Start of School

8/20/2020 – Home Internet Access 2 – Hot Spot Distribution, 2nd round, August 2020

9/11/2020 – Special Ed Cohorts – Determine the Number of Special Ed Students who will return to School for Services/Instruction

[A description of the options provided for remote participation in public meetings and public hearings.]

In March 2020, the Governor of California due to the COVID-19 outbreak declared a State of Emergency. Governor Newsom “Relaxed” some of the Brown Act requirements for public meetings in Executive Order N-29-20. The Southern Kern Unified School District meetings are held on the first and third Wednesday of every month. After the Executive Order, SKUSD meetings are held with the five member Board of Trustees, Superintendent, two district administrators, a secretary and the IT technician present. The meetings are without “in-person” public attendance. YouTube School Board meetings began April 8, 2020 and continue to this date.

After the governor of California enacted the pandemic restrictions, the SKUSD acted promptly to provide remote participation and to encourage public comment on informational reports and action items on the agenda while making sure every public board meeting remained in compliance with the COVID-19 restrictions and the relaxed Brown Act. The public has safe access to the board meetings while staying in compliance. The public was asked not to attend the SKUSD board meeting in person, but were encouraged to attend online through a link provided to the public on the SKUSD website home page at www.skusd.k12.ca.us. The link is listed under “Announcements” and is accessible the evening of the school board meeting.

The board agenda is emailed to the public and posted on the Southern Kern USD website five days in advance of the meeting. The front page of each agenda informs the public how to make a public comment. Community members are asked to email their public comment (s) for closed and/or open session agenda items to the Superintendent’s secretary at sgaxiola@skusd.k12.ca.us. The email must arrive a minimum of 30 minutes prior to the session (closed or open) they would like to make a comment. A member of the School board reads all public comments aloud at “public comment” time or at the agenda item as appropriate.

The Southern Kern USD IT Department set up the boardroom with the proper video streaming equipment and microphones. They were tasked with creating YouTube links that directed viewers to each live broadcast. After each meeting is adjourned a permanent YouTube video remains on the district's YouTube channel. To date, every regularly scheduled board meeting has been successfully live streamed on YouTube. SKUSD has documented an average of 337 persons accessing each meeting (currently 10 meetings).

[A summary of the feedback provided by specific stakeholder groups:

The key stakeholder groups who provided feedback are the Parents and Students, Classified Employees, Teachers, Cabinet members, Site Administration and Board Members.

Parents and Students - completed a survey asking them to select the Return to School Plan, which they preferred. Sixty seven percent of approximately 654 parents, who completed the survey, preferred their children return to school in a Traditional Model /providing we could comply with all of the Safety precautions such as Social Distancing, Temperature Taking, Frequent Hand Washing, Facial Coverings, Hand Sanitizers, and Sanitization/Disinfecting of Schools, Classrooms, Cafeterias, and Restrooms. They preferred their children receive in-person instruction if the safety precautions were met on a daily basis. We had a few of the 654 parents who did not want their child returning to school if masks were mandated.

The following outcome data was collected from the Parent Survey results:

67.08% of the Parents stated that if all social distancing guidelines are met and safety precautions are satisfied, they prefer to send their children back to school in a Traditional Model.

88.34% of the Parents stated all of the children in their house could be on the internet at the same time

75.5% of the Parents responded they would not need Child Care on days their children were not in school

64.26% of the Parents said that if a Blended Model was chosen they would need all of their children placed in the same Cohort

Cabinet Members – Discussed at length the various options including Traditional School, Blended Model or Distance Learning. The least preferred was Distance Learning. After discussing the Pros and Cons of each Plan and assessing how well the district was prepared to implement safety precautions to protect staff and students, Cabinet members decided that SKUSD should open up with a Blended Model AB Distance Learning (On Wednesdays) AB. Cabinet felt that if the Distance Learning Day was on Wednesday, it would align well with the district calendar for 20-21, which had most minimum days on Wednesdays.

Board of Trustees – Were provided survey outcome data and a report from both the Superintendent and President of RTA. The Board felt that prior to bringing back our students to Traditional School, we should first test our ability to provide both students and staff a safe learning environment implementing all of the guidelines provided by the County Health Department. Thus the Board selected to return to school on August 12 in a Blended Model.

Teachers/RTA Members – Completed a survey along with offering individual feedback on the Google Document created for all district stakeholders to provide input, analyzing all formats suggested as the optimal plan choice for returning to school on August 12 in the midst of the COVID-19. The RTA survey was completed by 137 out of 167 members and consisted of various questions.

The following outcome data was collected from the RTA membership survey:

85.4% of the teachers preferred the flexibility to work at site or at home

43.1% of the teachers in SKUSD live in Rosamond

73.7% of the teachers do not have children attending SKUSD schools

8.8% of the teachers would need supervision of their children

The majority of teachers completing the survey preferred the Blended Model Plan in returning to school, which was two cohorts ABAB with Distance Learning (on Fridays)

Classified Employees – CSEA President, Gary Jones, originated the Google Document from notes taken from an initial meeting with the Superintendent and President of RTA, Jim Quellman. An Email sent to all employees invited them to participate and provide input on the Google document, as we proceeded to find the most ideal plan in returning to school. One that was considerate of the educational needs of ALL children and the safety of students, families and staff during the pandemic. After analyzing several days of feedback, CSEA preferred the Blended Model of AB Distance Day (On Wednesdays) AB

Health & Safety Procedures were a concern to all Key Stakeholders: The following Plan, ***Safe School Environment***, to increase and maintain safety, was implemented at all school sites and was a high priority concern emphasized by all employee groups and community members.

Safe School Environment:

Social Distancing – Concern of all Key Stakeholder Groups

Physical Distancing – during school activities

Desks

Cafeteria Seating

Social Distancing – Marking of walkways, entrance/exits at Multi-Purpose Rooms, Gyms, Cafeterias and Restrooms, Signs and Posters used to delineate specific walkways, etc.

Entrance and Exits of school campuses – painted arrows – distance spaced

Temperature Lines – Distance Spacing for Students – marked with arrows

Protective Equipment – Cloth Face Coverings, Facemasks or Shields

PPE Protective Equipment provided for all Staff/Students

Hand Sanitizers distributed to all classrooms, offices, cafeterias, gyms

Temperatures Taken Daily – Upon Entrance – Staff/Students – Touchless Thermal Thermometers – Isolation Room at all Sites

Tempered Glass Dividers in the Main Office at all Sites

Physical Distancing on School Transportation

One Student Per Seat – every other row on school bus – depending on the selected plan

Disinfecting Procedures – High Surface Areas and Deep Cleaning

Use of newly acquired PX300ES – Disinfection Sanitization of full rooms in under 3 minutes

Waxie Versa – A powerful ally against COVID-19

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input

The following aspects of the Learning Continuity and Attendance Plan were influenced by specific stakeholder groups and were of grave anxiety for most stakeholder groups, which influenced the LCP. All groups shared a common concern for the safety, risk, and wellbeing of the students, staff and families should SKUSD return to in-person instruction. There was a strong desire to return students to an atmosphere where they could learn and thrive academically, socially and emotionally, but the question raised by all was, could it be done without raising the risk of spreading the COVID-19 virus.

Comprehensive Plan:

There was an expressed need for the district to have a comprehensive plan that addressed all of the challenges especially social distancing, daily disinfection, the detection of the virus, and ability of the district to meet the needs of all students in grades T/K – 12 in distance learning, addressing their social/emotional needs, while accommodating for the learning loss experienced especially in the area of Math and English Language Arts.

Safety Issues:

There were a number of steps that needed to be put in place to prevent the spread of COVID. How would we proceed and meet the social distancing guidelines of 3 – 6 feet apart? A plan was created for each school called the Safe School Environment which took some extensive time and expense to physically mark sidewalks, restrooms, entrance and exits to the school, and Cafeterias. One team did the work for all sites thus making it uniform and comprehensive. Signs were created for each classroom that would inform teachers before entering if the classroom had been thoroughly cleaned and disinfected using a high-powered machine to sanitize after cleaning. Student seats were marked in the cafeteria that would distance space each student while eating. Various handwashing signs were placed around each campus to encourage frequent handwashing of both students and staff. Facemasks and shields were purchased for students and staff to use while on campus. Large containers of hand sanitizers were placed in each classroom and office area of the site. Thermometers were purchased that would enable the nurses on duty or a staff member to take the temperature of every student and staff before entering the campus. Tempered glass dividers were installed in the front offices of all sites limiting the exposure of the staff and as an extra safety precaution for students, staff, and parents.

Screening/Protection for Students and Staff:

What would the daily screening for COVID look like for students and staff and how would the district quickly identify and isolate anyone who displays symptoms? The plan entailed asking parents to self-monitor their children at home and refrain from sending any child to school that showed any of the common symptoms or was running a fever of 100.4 degrees F or greater. The same self-monitoring was requested of all staff members. Stakeholders still felt that as a secondary precaution, we should still take temperatures at school of everyone entering the

building. In case there was a case of fever, each site would have an isolation room available as a specific area to separate or isolate students who are not feeling well until parent is able to pick up the student or the staff member is released to go home.

Childcare:

Childcare for essential employees was a concern for staff and parents especially when we opened in a Distance Learning Model and could not provide instruction to any child brought on campus. During the spring, SKUSD successfully provided eleven weeks of Child Supervision for the community with in-person instruction delivered daily. An MOU was created with the staff that allowed the teachers to teach from home if there were childcare issues during Distance Learning.

Scheduling:

Prior to Kern County being placed on the state COVID-19 watch list, various scheduling options were presented to the Board of Trustees. Preferred by Rosamond Teachers Association (RTA) was a blended model of ABAB with Distance Learning on Friday. Class size split into two cohorts. Classified School Employees Association (CSEA) and Cabinet selected AB Distance Learning on Wednesday AB. Parent survey results indicated a 69% preference for a return to Traditional School to receive a high-quality instruction and intervention that would mitigate the learning loss. Distance Learning was also an option but was not preferred by any stakeholder group in mid-July. The Board of Trustees voted on July 15 to open school with the Blended Model preferred by RTA, ABAB Distance Learning. Unfortunately, on July 21, Kern County was placed on the COVID-19 watch list requiring SKUSD to open the school year with full Distance Learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The actions of Southern Kern Unified School District outlined in the Return to School Plan are centered on Classroom instruction aligned to standards based core curriculum adopted by the Board of Trustees. SKUSD has adopted state approved curriculum in both print and digital for its students. The Social/Emotional needs of the students is addressed using our Mental Health Therapists, School Psychologists, Counselors and our everyday implementation of Capturing Kids Hearts (CKH), a program focusing on strengthening students' connectedness to others. Teachers and Admin in SKUSD have been trained in CKH, which emphasizes the importance of building strong relationships with students and colleagues.

The Board of Trustees in SKUSD voted to open school with a Blended Learning Plan of ABAB Distance Learning on Fridays after reviewing the district's plan, which took into consideration all of the safety guidelines of the California Department of Public Health, California Department of Education, Governor's Office and Kern County Superintendent of Schools. Recommendations from key stakeholders in the district were also considered in making this selection. The chosen plan would have provided two days of In-Person instruction for each cohort

and one day of Distance Learning. On July 21, 2020, Kern County was placed on the list prohibiting in-person instruction. SKUSD opened school in a Distance Learning Model on August 12, 2020.

Prior to Kern County being placed on the watch list, the following Return to School Plans were presented to the Board for consideration and will be re-evaluated as transitional models, by the Board of Trustees, once Kern County is removed from the Department of Public Health's Watch List and LEA's may reopen schools:

Plan 1 Instructional Model

AB Distance Day AB – This plan divided the class into two equal cohorts. This plan aligned with the current 20-21 school calendar with most minimum days on Wednesdays to allow teachers PLC time. It also provided all students in the class one full day of equitable teacher in-person direct instruction prior to the Distance Learning Day.

Teachers also have the Distance Learning Day to check in with students prior to the second in-person instruction day on Thursdays and Fridays.

Plan 4 Instructional Model

ABAB Distance Day – Preferred by RTA. This plan provides all students in the class two full days of equitable teacher in-person direct instruction prior to the Distance Learning Day. By attending school every other day, there is time for synchronous/asynchronous instruction, guided practice on attendance day and independent practice occurs on the day at home, providing time for small group instruction, and questions from parents and students to be addressed. The fear among some stakeholders is that Friday, the Distance Learning Day, may be considered an opportunity for a three-day weekend. This plan was selected by the Board of Trustees on July 15 after seeing the Reopening of School Plan presented by the Superintendent and hearing from various stakeholder groups.

Plan 5 Instructional Model

AABB Distance Day – This plan was considered primarily because it prevented cross-contamination among students. The custodial team felt that this plan provided an optimal opportunity for them to thoroughly clean and disinfect classrooms on Tuesday evenings and Fridays before the return of a different scheduled cohort.

Plan 8 Instructional Model

Traditional School – Children return to a sense of normalcy – classroom instruction is delivered in person five days per week. Provides the greatest opportunity for schools to mitigate the learning loss encountered from the March 2020 school closure. This plan also provides opportunity to address the social/emotional needs of all students.

Plan 12 Instructional Model

Distance Learning - As of July 15, 2020, Distance Learning was a considered option, but not the preference of any key stakeholder group.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Glass Partisans	\$8,832.00	N
Production of Student Packets	\$6,718.37	Y
Protexus Backpack Electrostatic Sprayers	\$14,047.92	N
Protexus Handheld /cordless Electrostatic Sprayer	\$ 2,144.55	N
Purtab Disinfecting Tabs	\$ 3,297.00	N
Nitrile Gloves	\$ 2,306.20	N
Versa II High Performance Cleaning Caddy	\$14,172.76	N
Disinfectant Cleaners	\$ 251.62	N
Hand Sanitizer	\$ 1,616.00	N
Dispensing Pump	\$ 41.91	N
Wipes Plus Disinfecting	\$ 711.72	N
Non-Contact Infrared Thermometer	\$ 935.00	N
Face Masks	\$ 8,045.32	N
Spray Bottles	\$ 140.00	N
Wall Signs – English and Spanish	\$ 1,956.25	N
Physical Distancing Signs	\$ 5,195.09	N
TOTAL	\$ 70,411.71	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The continuity of instruction was of grave concern to the SKUSD Board of Trustees. After an in-depth discussion and considerations on returning to a Traditional Model, they felt it was better for us to ensure all safety considerations were in place before returning to in-person instruction. This drove the board to select a Blended Model of Instruction as a means to test our preparedness on various safety aspects before returning to school five days per week. Regardless of whether we were looking at Traditional, Blended or even Distance Learning, we knew that student and staff safety was at the forefront of the decision-making process. Therefore, SKUSD focused its efforts on preparing schools for a return one day to at least a Blended Model.

Prior to Kern County being placed on the Governor's List on July 21, it was the goal to return to a Blended Model. All Plans leading up to that day were primarily focused on this theory yet knowing at any time we might have to transition to a Distance Learning Model.

Many considerations play a key role in the successful development of a distance learning model transitioning to a Blended or Traditional Model of school. Accessibility, quality of curriculum/instruction, and the number of instructional minutes must be consistent throughout all models to ensure student learning.

A positive for SKUSD in analyzing all three means of educating our students is that state board approved curriculum is provided to students both digitally and in print in all core content areas. Google Classroom is the district's Learning Management System, which allows our teachers to share and store numerous instructional materials, assignments, and assessments. It provides a means for teachers to track student progress and grade work and send notifications and messages to students. Announcements are posted by teachers to the class which the students can comment on allowing for a two-way communication between student and teacher. Teachers are able to provide both synchronous – live instruction and asynchronous instruction in a distance learning model.

Since the onset of COVID-19 and school closures were enforced in March of 2020, SKUSD has moved from a Local Educational Agency (LEA) where children in grades 4 – 12 were provided personal devices to a district where students in grades K – 12 now have access at home to a personal device thanks to the support and assistance of KCSOS. iPads for all TK and Special Ed Pre-School have been ordered.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

On March 19, 2020, in consultation with the Kern County Superintendent of Schools (KCSOS), SKUSD suspended in-person learning at its six schools and transitioned to distance learning. During the first week of Distance Learning, SKUSD used a blended learning model of packets and digital learning. Students in grades 4 – 12 had either a laptop or Chromebook and immediately began receiving instruction from the teachers using Google Classroom learning management system along with Zoom meetings everyday hosted by their teacher. Teachers used Zoom to provide face-to-face, synchronous learning experiences, including direct instruction.

At the beginning of April, SKUSD found itself in a unique situation as only students in grades 4 – 12 had a one-to-one device. Through a collaboration with KCSOS, laptops were immediately provided to all of our third-grade students. Most of the students in SKUSD are used to receiving instruction in Google Classroom, as it is part of their traditional learning experience.

Teachers in K – 2 created Learning Packets, covering grade appropriate standards-based lessons, for their students and were distributed and collected every two weeks.

Special Education teachers worked collaboratively with core content teachers as needed to accommodate and adapt lessons to meet the needs of the student as outlined in the IEP. Special Education teachers of students with moderate to severe disabilities provided continuity of learning through a variety of distance learning resources as appropriate.

Despite having many of our teachers extremely competent and well trained in using digital curriculum, we initially experienced some negativity towards implementing distance learning. This led us to provide Professional Development on Google Classroom to refresh and update their knowledge on how to best use this platform when delivering instruction. In early April, we held trainings on using Zoom safely and effectively. Students and staff received support from the IT Department from home. If a problem could not be resolved remotely, students came to school to get in-person support.

Devices - Prior to the onset of COVID-19, SKUSD students in grades 4 – 12 had one-to-one devices. In April 2020, we purchased enough Chromebooks for our third-grade students to use in Distance Learning in the spring. SKUSD has since provided devices to our K-2 students. Kindergarten students received iPads prior to the start of the school year. First grade students checked out Chromebook by the middle of August. Second grade students received newly purchased Chromebooks by the end of August. iPads were recently purchased for all TK and Special Education Pre-School students, which will make SKUSD a district with a one-to-one device for ALL students.

In addition to providing devices to its TK-12 students, surveys conducted revealed the need for devices and especially hotspots for some students in the district. SKUSD has distributed 350 Internet Hotspots to families who either do not have internet at home, or whose internet is too slow or unreliable. SKUSD is currently paying the bill for the hotspots distributed.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

SKUSD will assess pupil progress by using the CDE developed template to assist LEA's monitor attendance, synchronous and asynchronous instruction, instructional minutes, student engagement on a daily basis and the amount of student work assigned and collected by the teacher. SKUSD adopted the form with a few changes making it personal to the district. The time value of the work is calibrated on a regular basis by teachers who meet in their Professional Learning Communities (PLC) weekly.

The teachers fill out the form daily making sure that the mandated number of instructional minutes required of each grade level are met either through live synchronous instruction, asynchronous videos, office hours or small group instruction depending on what is the goal of the learning outcome. Videos of live instruction or videos of new content that students can watch on their own, falls under the category of asynchronous instruction. Principals and teachers make phone calls home to assess reasons why students are not logging in to the Zoom or Google Classroom instruction. The instructional minutes required daily vary:

180 – TK/K

230 – 1-3

230 – 4 – 12

At the end of each week, teachers in SKUSD finalize their form making sure entries are made for all students in each category requested. Forms are then submitted to the site Secretary who forwards them to the District Office. Teachers turn in the weekly tool to the site Secretary, who collects them and submits them to the District Office.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development and Resources: Staff received various professional development both in the spring of 2020 and in the beginning of the current school year to assist and prepare them for the Distance Learning Model. Below, is a list of the PD provided.

Certificated Staff:

1. On Demand Training Videos: <https://www.skusd.k12.ca.us/domain/120>
2. McGraw hill Reading Wonders and MyMath for grades K – 5 – Three to four dates for each program
3. Google Classroom Training, March 16 – Rosamond High School, Tropico Middle School – March 17, 2020
4. Zoom for Newcomers Training, march 25, 2020 through KCSOS
5. Zoom Training – April 9, 2020
6. TMS New Curriculum Training, HMH Into Lit Training – April14, 2020
7. McGraw Hill Reveal Math – all Math Teachers, July 9, 2020
8. McGraw Hill Reveal Algebra – Jim Quellman, July 9, 2020
9. HMH Into Literature, All ELA teachers, July 8, 2020
10. McGraw Hill Reveal Math, – August 4, Christie LaFleur, Courses 1,2, and 3
11. HMH Into Literature, August5, 2020
12. Aeries Gradebook, August 5, 2020, K – 5, 8 – 11, 6 – 12, 1 – 4, Kim Hayes
13. Acellus for REHS, ALIS and credit recovery teachers at TMS and RHS, August 11, 2020 – Joseph Brown
14. Follett for ALIS and REHS – August 11, 2020
15. English 3D/ELD Training for all teachers, August 11, 8 – 11, 11:30 – 2:30, 2 different sessions
16. Google Classroom, August 10, 2 different session
17. Zoom Video Conferencing, August 10
18. Blackboard
19. Renaissance, August 19, STAR assessments, Accelerated Reader
20. Communications for Administrators, July 31, 2020

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Due to the impact of COVID-19, various staff positions encountered new roles and responsibilities such as:

Custodians/Grounds/Maintenance – This team has been working diligently to clean and sanitize all campuses. A special crew is working to complete what we call Safe School Environments at all sites. This includes painting of distance arrows entering and exiting campus and leading to and from each classroom, cafeteria, library, and restrooms. Posters created for each room, which indicate if the rooms have been cleaned or not, are placed on the outside of every door. Signs in the restrooms and classrooms remind students to wash their hands with soap and water frequently. Cafeteria tables are being marked with X's so that students will know where to sit to allow for distance spacing. Entrance and Exit doors are marked throughout the cafeteria to alleviate an excessive number of students at any one location. Tempered glass dividers placed around the front office stations on each campus provide additional safety for staff and families.

Transportation – Returning to school in a Blended Model will require additional bus routes and possibly more drivers. Buses will have to be thoroughly cleaned and disinfected between each route. Appropriate distance spacing will be marked on each bus ensuring students are sitting 3 – 6 feet apart. Transportation workers will also have to assist in the delivery of food to the available pick-up spots throughout the community to ensure all students have access to breakfast, lunch and dinner especially during distance learning.

IT Department – has had to work many hours during the COVID-19 crisis. Prior to the crisis, SKUSD was a district with a device for every 4 – 12 grade students. By early September, we are now a one-to-one district in grades TK – 12. Issues with families not having internet and Zoom has caused our IT Department to work some overtime just to ensure all families have access to Wi-Fi. Professional Development is frequently provided for all teachers to increase capacity on using Google Classroom, digital curriculum, Aeries, and Zoom among others. Not all of the teachers have welcomed the use of Zoom, which has also caused an additional burden on both teachers and the IT staff.

Child Nutrition – The Child Nutrition Department since the closure of schools in March have worked diligently to keep all children in SKUSD fed on a daily basis, often times feeding the children three meals per day Monday through Friday. Strategic locations to distribute the food were determined to accommodate parent need and to ensure safety for staff, children and parents. Distance spacing was established in the kitchens and cafeterias to ensure staff were safe, also requiring facemasks, gloves, and frequent hand washing throughout their work day.

Teachers – The teaching staff in the spring taught from home five days per week. On August 12, the opening of the new school year, teachers were permitted to work from home a minimum of three days per week. They have to report to the site on Wednesdays for PLC's and another day of their choice. All new, PIPS, STPS and Intern teachers have to work at the site five days per week. All teaching since early April is online, which for some teachers has been challenging. The roles and responsibilities for teachers using Distance Learning or Hybrid Model during COVID-19 are unlike anything educators have faced in the past. In some ways, it is a positive environment because the need for teachers to explore the boundaries of instruction and becoming facilitators in student discovery is paramount. Teachers provide a framework and guidance for skills and topics to be learned. Students must follow the guidelines to move forward in their education. This can provide for greater understanding than typical in class lectures. Parents are a key component in the connection between student and teacher during Distance Learning. Keeping students on task and current with instruction is a tremendous task for the teacher and parents.

Rigorous and quality education can be and is being achieved through Distance Learning during the COVID-19 pandemic. Motivated and talented teachers are providing resources and instruction every day to achieve this goal, but it is not without a cost. Daily communication and guidance with parents and students requires hours of effort by the teacher that is extremely more demanding than in class instruction. With parent support, and teacher devotion, students can receive a great educational experience, whether in the classroom or from a distance.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The additional supports provided by SKUSD throughout the COVID-19 crisis, has continued to meet the needs of its English Learners, Foster Youth, Homeless, and Low Income Students. Every student in grades TK – 12 has a laptop or Chromebook. Students in grades K -2 worked with a blend of paper packets and digital learning until they received their personal devices in August. The IT Department, with support from KCSOS provided over 350 Hotspots to families without internet access or could not access the internet.

All SKUSD students use adaptive learning software, including IXL, which acclimates to a student’s master level, providing immediate feedback and support when students need help. The printed packets provide differentiation. Teachers communicate with their students through Google Classroom and Zoom Meetings. This enables students to maintain relationships with classmates and teachers, which is critical in continuing students’ social and emotional learning and well-being and is a continuous goal of Capturing Kids Hearts implemented at each site.

Our English Learners engage in ongoing English Language Development through the District’s ELD curricula. This includes the ELD component of the CA Wonders ELA and iLit ELD curriculum at the elementary and middle school. English 3-D curriculum is provided for all designated ELD classes in the high school. ELD instruction is provided using synchronous learning through Zoom meetings.

All communications are provided in both English and Spanish to further assist our English Learners, Foster Youth and Low-Income Students. Throughout the COVID-19 crisis, we communicate regularly with the school community through phone and email, and by posting updated information on our website. We shared the *SKUSD Guide to Distance Learning for Families* with families in the district.

Our counselors, psychologists and mental health therapists work with students and families on their caseloads throughout the school year regardless if we are in a Traditional or Distance Learning environment to assist in meeting the students’ social/emotional needs. They also communicate with students who refuse to engage. If a teacher or administrator reports a student is experiencing emotional or behavioral issues, our counselors reach out to the family to provide support. We continue to locate homeless families and children to provide additional resources to them as needed and to ensure they are engaging in their classes on a regular basis. Home visits assessing if there is a need for Wi-Fi are also made to assess why a student is not engaging with the teacher on a regular basis.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of T Mobile Hot Spots – To Provide Wi-Fi for student use at home to access Distance Learning	\$48,000.00	Y
iPads x 30, including cases – For student use at home to access their learning	\$10,039.05	Y
AT&T Hot Spots x 35 – to ensure students have access to Wi-Fi at home to access Distance Learning	\$19,246.80	Y
Dameware Licenses (remote support)	\$ 826.20	Y

Description	Total Funds	Contributing
Dell Chromebook Chargers	\$ 656.70	Y
Hot Spots x 50 – T Mobile – to ensure students have access to Wi-Fi at home to access Distance Learning	\$ 12,000.00	Y
Lenovo 300e Chromebooks x 300 for 2 nd grade – for student use at home to access Distance Learning	\$101,738.44	Y
Chargers for RHS Student Laptops	\$ 1,422.00	Y
GoGuardian and Google Licenses x 300 for new Chromebooks	\$ 9,225.00	Y
Neverware CloudReady (Convert old Laptops to Chromebooks for 1 st grade	\$ 3,347.00	Y
Zoom Licenses x 220	\$ 11,000.00	Y
Chromebooks from KCSOS for 3 rd grade x 200	\$ 41,600.00	Y
Kajeet Hot Spots from KCSOS x 125	\$ 12,000.00	Y
Total	\$271,101.19	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Learning loss funding will be utilized during distance learning to create opportunities for students and mitigate the learning loss in the area of English Language Arts, English Language Development and Mathematics for the districts most at risk learners. English Learners, Foster Youth, Homeless and Low Socio-economic students will participate in the afterschool programs to ensure that they have equitable access to the same free, appropriate public education as their peers.

English Language Arts – is a continued area of focus and critical to mitigate the learning loss as the ability to read and write impacts all areas of students' success. Digital and print curriculum is available to all students in grades Transitional Kindergarten through twelfth grade. Students in K-1 are given the STAR Early Literacy test. Students in grades 2 – 8 are given the STAR tests for both Reading and Math to assess Lexile ability. IREAD is an intervention and enrichment program that is available for students in grades TK – 2nd grade. The program has an initial placement test, which provides areas of intervention for struggling students, or advances students that need additional challenges. Students in grades 3rd through 12th that are struggling with reading and comprehension at grade level, READ 180 is available. This program is available in a small group hour-long cohort in which students are grouped according to their needs. Students may receive English Language Development, READ 180, and additional support in an academic area or through enrichment activities. At the middle and

high school level, READ 180 may replace an elective class to ensure student success. Overdrive is available to all students within the district. Students are encouraged to check out books from this digital library resource for their reading enjoyment.

English Language Development - SKUSD is currently providing both designated and integrated English Language Development to all of our English Learners through daily asynchronous and synchronous instruction. Additional afterschool English Language Development Academies will increase student interaction as well as academic language. Teachers will teach academic English structures by implementing strategies based on students' level of language acquisition (i.e. for an emergent student, have the student retell stories or experiences and have another student write them down.) The ELL student can bring these narratives home to read and reinforce learning. During writing activities, the teacher provides the students with a sentence frame with necessary vocabulary listed on the page. Beginning fluency – have students make short presentations, providing them with the phrases and language used in presentations (“Today, I will be talking about”) and giving them opportunities to practice the presentation with partners before getting in front of the class. The extended day program will foster the English Learners writing skills.

Math - academies will focus on recovering the learning loss that has occurred over the last several months. The academies will consist of small cohorts of students that will work together with a teacher two days a week on the lost learning of essential standards from the previous grade level implementing the eight Standards for Mathematical Practice while transitioning to current grade-level standards. These small cohorts will allow students to work on learning loss, but also to give them a routine, schedule, and school stability that these students often lack with distance learning. The academy structure will develop confidence and recover lost skills, which will position students for success.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

As estimated the spring closure of schools caused a learning loss in most students. Areas of concern are in Reading and Math. The continuation of Distance Learning may serve to exacerbate the learning loss experienced by students in the spring of 2020. Afterschool and Saturday Academies will be offered to mitigate the learning loss in ELA and Math for ALL students. Standards Plus Curriculum was purchased and will be used to support the learning loss in students for the afterschool and Saturday Clinics.

To support our English Learners, integrated ELD is critical for EL's to access the material and should be an integral part of the lesson planning and delivery in all subject areas. Teachers may need to provide individualized learning experiences using accessible materials, whether they are digital or print to meet the needs of the English Learner depending on the ELD proficiency level. English Learners in Middle and High School will be leveled in a designated ELD class until proficiency is met and reclassification occurs. Teachers will incorporate SDAIE and GLAD strategies when working with our EL students emphasizing Academic Language.

Students with Special Needs - may require some form of collaboration with the IEP team and family to make sure the student is receiving the mandates of the IEP. Gauging the needs of the family is the first step in supporting the student and to ensure the student is reaching their IEP goals and objectives. Utilizing the Paraprofessionals to provide additional small group instructional tutoring is another strategy used to provide meaningful access to learning opportunities for students with special needs.

Foster Youth – Initially all Foster Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Homeless – Initially all Homeless Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies; including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Low-Income - Initially all Low-Income Youth are provided a one-to-one device that enables them to complete required work in Google Classroom and in Zoom sessions. All students in need have accessibility to intervention strategies with afterschool and Saturday Clinic, including but not limited to: academic counseling, student success teams, Multi-tiered Systems of Support to address the needs of the whole student, and Section 504 Plans.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

On-going assessments to address the learning loss suffered by students will be measured periodically throughout the year to assess for growth. Measurements to determine effectiveness of the intervention strategies include but are not limited to improvements in the following: on-going formative assessments, program reports, progress reports, grades, assessment results, benchmarks, CAASPP levels, ELPAC scores, STAR Assessments in ELA and Math, CAASPP Interim Assessment Blocks for Math used at the high school, and overall student feedback and well-being.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Math After School Academy – Math tutoring for students in need of Math intervention to mitigate learning loss	\$308,610.00	Y
ELA After School Academy – ELA/ELD tutoring for students in need of Reading intervention	\$308,610.00	Y
iREAD – Supplemental Intervention and Enrichment reading program to assist our struggling readers	\$ 13,000.00	Y
READ 180 – Supplemental Intervention and Enrichment reading program to assist struggling readers	\$275,000.00	Y
Student Success Team Coordinator – Develops student success plans to assist students in areas of need	\$ 30,000.00	Y
Technology 1:1 Devices to provide students with access to digital libraries, curriculum, and research	\$300,000.00	Y
Standards Plus Curriculum is a supplemental curriculum for Afterschool Academies to mitigate learning loss in Math and Reading.	\$ 8,500.00	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SKUSD will monitor and support mental health and social and emotional well-being of our students through the assistance of our Mental Health Therapists, Psychologists, Teachers and Counselors. Our Therapists use researched based curriculum for their group sessions. Their goal is to improve upon mental, emotional and social wellbeing. They conduct Mental Health Assessments, which encompass the following areas: Anxiety, Depression, Anger, Self-Concept, and Disruptive Behaviors. The Mental Health Therapists also create and implement Crisis Intervention Plans including Suicide Evaluations and Intervention / Community Crisis.

During COVID-19, we are using tele therapy as a means of communication for our parents and students. We make phone calls to check in on them as well as hold online therapy sessions. Some of the supports that we are putting into place are virtual classrooms with clickable links and resources for mindfulness and coping strategies. We have also made it a priority to make sure that our students know where and who they can go to for help. Our therapists have been reviewing and learning a lot about what Social Emotional Learning (SEL) looks like in the wake of COVID and how, as a Mental Health Therapist, they can combat the impact it has on our students and staff.

They have been working to create an online environment with our students that fosters a space where students feel safe, have a sense of belonging and can access resources from online supports for mindfulness and coping strategies. Therapists are creating a virtual classroom with clickable links to such supports. They are also providing opportunities during counseling for all students to share their thinking including brainstorming ideas, talking through misconceptions, or providing solutions to problems. This helps to encourage and foster the core of SEL by opening the door to navigate feelings & actions. The goal is to help teachers and students identify and manage their emotions by creating spaces for them to be self-reflective, which will help them make better decisions for themselves and their students.

Our Therapists are working to provide teachers with tools and resources to also teach them the importance of SEL for themselves, making sure they are able to appropriately identify and manage their emotions. Through networking and sharing SEL resources and training with teachers, the mental health therapists can help to set our teachers up for success in managing their own struggles related to COVID-19 and thus better help their students. It's helpful to also look for opportunities to provide praise to teachers and students alike when they make even small social emotional strides and celebrate early and sustained wins in their learning and management of emotions attached to COVID."

We are sending out some resources monthly to our staff to aid with any questions or concerns that their students have for them, as well as holding meeting times separately for our staff and students to come and log on if they need support or have questions during this time. We are hoping to get a meeting time open for parents to offer tips to helping their child learn during this time.

When we are back on campus, Therapists are planning to hold some groups to help teach coping skills, ease anxiety, and support the students in their transition back on campus.

We recently participated in a training for SEL and plan on expanding our knowledge and how to help our students through upcoming training for trauma.

Student Support Services Coordinator/Team – Each site has a designated SST Coordinator. Any teacher may refer a student to go through the SST process initially. SKUSD is in the second year of Multi-Tiered System of Support Training focusing on meeting the needs of all students based on data and implementing the MTSS Tiered System of Support both academically, behaviorally, and with social/emotional support as needed.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SKUSD will implement a revised version of the CDE *Combined Daily Participation and Weekly Engagement* Template to monitor attendance, synchronous and asynchronous instruction, Summary of the Assignments, Student and Parent Contact, Days Assigned Work was submitted, and Assessment dates weekly. Each teacher is required to complete and submit this form on Mondays to their site Secretary, who then sends them to the District Office for review. Documenting this data allows the teacher to follow-up with any student/parent not engaging on a regular basis during distance learning to assess what is the reason. It could be a Wi-Fi issue at home that might be remedied with a Hotspot. Phone calls home by the teacher, Administrator or Attendance Clerk will determine if the student is still a registered student in SKUSD or if there is a reason why the child is not engaging on a daily basis.

All district and site communication will be provided in both English and Spanish for our parents.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SKUSD has provided nutritionally adequate meals for all students since the beginning of the COVID-19 in March 2020. During the onset of the Pandemic, SKUSD was able to provide daily school meals to the children in the community by offering a drive through meal service at three different school sites and one Neighborhood Park. Parents could pick up meals at the location most convenient for them, not necessarily their child’s school. Volunteers from our Child Nutrition Department were paid extra-duty hours to work during their Spring Break vacation. Parents of students could drive or walk to the site during the hours of 8:30 – 10:30 am through June 3 to receive daily nutrition for their child.

On April 6, we decided to add a dinner meal as part of our daily offerings for our students. We continued serving breakfast, lunch and dinner in a one-time pick up in order to keep our staff safe with minimizing their exposure to the public.

All of our Food Service team members were given facemasks, or they could bring and wear theirs from home. The staff work area was set up in the Multi-Purpose Room with tables spread out to provide them adequate separation for social distancing.

Summer Feeding began on July 1 through July 31. The Food Service Department served meals at RES, WES, TMS and the United Park. Meals were distributed between the hours of 8:30 am. – 10:30 am Monday – Friday. Parents received their meals in a drive-up method where our Food Service Worker asked how many meals were being requested and she would check them off on a tally sheet used for claiming purposes. Due to access to waivers, we were able to serve *Non-Congregate Feeding and Mealtime Flexibility*, which let us serve two meals at one time. Breakfast and Lunch meals were served. A total of 14,025 Breakfast and 14,025 lunch meals were served through the end of July 31.

August 12 – August 31, 2020 – Since Southern Kern USD was on a Distance Learning Plan, Food Services offered meal pick up at each school site where parents/guardians came to a feeding site and provided the Food Service staff with the name of the enrolled students or ID number to be able to claim a meal for that student. Parents continued to drive up for meals. Each school site and feeding site were given a check off roster of all enrolled and current students for the 2020 school year. Non-congregate Feeding waiver allowed parents to drive up for meals for only the enrolled students. Meals were served between the hours of 6:45 am – 8:45 am and another service time of 11:30 am – 12:30 pm at the four school sites. Drive up method was used to hand out the meals to each car. Food Service workers are in charge of asking each car how many meals they are requesting for any child between the ages of 2 – 18 years old. Food Service workers are responsible for making sure each meal served is a complete reimbursable meal.

On August 31, 2020, the USDA released a waiver allowing meals to be served under the Seamless Summer Option Operations which waives the requirement to serve meals to only enrolled students. With this new waiver, the Food Service Department continues to feed any child or teen under the age of 18 years old by tallying the amount of meals each car requests. In order to reach more children to receive meals, we added an additional meal pick up time from 11:30 am to 12:30 pm at four school sites. Meal times at the bus stop locations were also extended in order to give families time to pick up meals.

On September 16th, the USDA released a waiver allowing Snack and Dinner to be served along with the Breakfast and Lunch meal, but it still required names to be given and documented to account for each meal served per day. Breakfast, Lunch, Snack and Dinner meals are being served daily Monday – Friday at four school sites, but now allowed to be served at the bus stop locations. A Food Service Worker takes the names of children for whom the meals are intended for.

Drive up method is used to hand out the meals to each car. Food Service workers are in charge of asking each car how many meals they are requesting for any child under the age of 18. Food Service workers are responsible for making sure each meal served is a complete reimbursable meal.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Continuity of Learning	Each classroom will be equipped with a Promethean Board to enable teachers to provide synchronous instruction during blended learning. This technology provides hands-on experiences, which helps unduplicated students become active in their learning, generates discussion and inspires creativity.	\$915,000.00 (CRF3220) (LCFF)	Y
Continuity of Learning	Each teacher in SKUSD will be provided a Laptop, monitor, and docking station to support both distance and in-person synchronous and asynchronous instruction.	\$267,200.00 (CRF 3220)	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.36% - LCFF FCMAT Calculator	\$6,911,273.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Based on extensive stakeholder feedback including survey data, staff observations, meetings with various committees and bargaining units, as well as other various other data collected over the past six months, the following needs, conditions, and circumstances have become apparent as a result of the COVID-19 pandemic for our unduplicated students:

- Lack of access to reliable internet connectivity to access their education
- Lack of access to devices to connect wirelessly to the internet for access to their education
- Lack of engaging equipment in the classroom to spark motivation, curiosity, and promote discussion/collaboration among students
- Intensive and comprehensive supplemental academic instruction and supports will be necessary to mitigate learning loss

- Lack of school connectedness is causing mental health and social emotional distress (for students and staff)
- Access to social and emotional well-being supports and services is urgently needed
- English Learners need additional support for language proficiency

The Southern Kern Unified School District has dedicated action items in the Learning Continuity and Attendance Plan based on these identified needs. In order to support the potential learning loss of unduplicated students we must ensure that all unduplicated students have access to their education. SKUSD is providing access to devices such as Promethean Boards, Chromebooks as well as connectivity devices (hotspots). We have invested in and tried various devices and taken feedback on the devices throughout the process to ensure that we are using what works best for our stakeholders as per their feedback. Additionally, our unduplicated students tend not to have access to supplemental supports to mitigate their learning loss at home, so we are offering in person instructional time based on assessed learning loss. We plan on offering these services as soon as we are able to get back to In-Person learning. We are also offering mental health and social emotional well-being services for students and staff. Online therapy sessions and tele-therapy communications will transition to in person sessions (or a hybrid model) as the county is able to reopen safely. With our unduplicated students in mind first, we have invested in multiple supplemental instructional programs that are to be used in distance learning and will be used as we are able to transition to a hybrid model so that our students have the additional supports necessary to accelerate their learning. Teachers will utilize these additional supports to supplement their core curriculum on a regular basis.

The Southern Kern Unified School District serves roughly 76% of unduplicated students. In order to ensure equity for all students in response to the COVID-19 pandemic, the district provides services and dedicates action items on an LEA-wide basis. This practice allows for us to best meet the intense academic and social emotional needs of the district's students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

In summary, action items in the Southern Kern Unified School District's Learning Continuity and Attendance Plan increase or improve services for low-income, English Learner, and foster youth students by:

- Ensuring that our students have technology and connectivity in order to be able to access their education from their home
- Ensuring that students have additional supplemental supports to accelerate their learning progress and to mitigate learning loss
- Ensuring access to para educators, psychologists, and mental health therapists that do daily check-ins with groups of students to make sure that they have the necessary supplies, mental health and academic support
- Ensuring access to psychologists, and mental health therapists who are offering open office hours for students that would like to Zoom or call in with social/emotional concerns
- Ensuring that Math and ELD academies are provided twice weekly, onsite for students, which will focus on the learning loss of our unduplicated students attributed to the COVID pandemic over the last several months.
- Ensure that teacher PLC's are being held weekly in support of mitigating student learning loss based on assessments as they share successful strategies, analyze data, small group and differentiated instruction best practices, diagnosing student needs, and moving from adult centered needs to a focus on students.

In addition to the action items included within this plan, the Southern Kern Unified School District will meet the increased or improved services requirement for unduplicated students through other ways including providing additional supports for students including attendance monitoring.

Students that fail to show up to Zoom lessons or respond to teachers in Google Classroom are called by teachers, and site/district attendance staff. Home visits are also made by site and district administrators if calls do not illicit a satisfactory response. Additionally, professional development has been offered to teachers in the areas of suicide prevention, (grades 6 – 12), technology, distance learning instruction, English language Development, and Capturing Kids Hearts. Capturing Kids Hearts encourages relationship building between staff and students, which is important to student success, but essential during this time of pandemic as many staff and students are struggling with their own mental health. Implementing Capturing Kids Hearts on a regular basis will result in fewer referrals, improved attendance, higher student achievement, lower dropout rates and higher teacher satisfaction.

Students being away from a stable environment, socialization with peers, and an instructional schedule has taken a toll on many. There are para educators, psychologists, and mental health therapists that are doing daily check-ins with groups of students to ensure that they have the necessary supplies, mental health and academic support. Psychologists, and mental health therapists will be offering open office hours for students that would like to Zoom or call in with social/emotional concerns.